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ABSTRACT

School districts in New Jersey were required to report to the State Department of Education data pertaining to the impact of the state's high school graduation law (Chapter 241, Public Law 1979) on the 1987-88 graduating class. Data were collected through a form completed by all public school districts issuing diplomas. Of the 77,680 students in grade 12 as of June 1988, 97.1% were awarded diplomas. The vast majority (99.6%) of those awarded diplomas met the basic skills requirement through the Minimum Basic Skills Test required by the state, and the remaining 0.4% met the requirements through the Special Review Assessment provided for by state law. Failure to meet curricular requirements was the reason for diploma denial for 84.2% of the 2,264 students who did not graduate; 21.6% failed to meet credit hour requirements. In urban districts, 94.3% of the 20,580 12th graders graduated. While 2.5% of the entire group who did not graduate failed to meet basic testing requirements, 4.4% of urban non-graduates did not meet the basic skills requirement. Nearly 95% of the 5,967 handicapped seniors received a diploma. Diplomas were received by 90.8% of the 889 limited English proficient students in grade 12. Nine tables present graduation statistics. The district reporting form is appended. (SLD)

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High School Graduation Requirements Law:

Data Pertaining to the 1987-88 Graduating Class

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High School Graduation Requirements Law:

Data Pertaining to the 1987-88 Graduating Class

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Executive Summary

The graduating class of 1987-88 was the fourth class which had to satisfy the state's high school graduation law (Chapter 241, P.L. 1979).

Districts were required to report to the department data pertaining to the impact of the graduation law for the 1987-88 graduating class. The highlights of this reporting are as follows:

- 77,680 students (excluding students classified as handicapped or of limited English proficiency) were reported enrolled in grade 12 as of June, 1988.
- 75,416 (97.1 percent) were awarded diplomas.
- Of those awarded diplomas, 75,140 (99.6 percent) met the basic skills requirement by passing the Minimum Basic Skills (MBS) test. An additional 276 students (0.4 percent) met the basic skills requirement through the SRA process.
- Of the 2,264 students denied diplomas, 1,906 (84.2 percent) were denied because they failed to meet the curricular requirements, 1,068 (47.2 percent) failed to meet the credit hour requirements, 489 (21.6 percent) failed to meet attendance requirements, 57 (2.5 percent) failed to meet the testing requirements, and 56 (2.5 percent) failed to meet additional local requirements.*
- In the urban districts, 19,407 (94.3 percent) of the 20,580 grade 12 students received diplomas.
- 19,407 (94.3 percent) of the urban students receiving diplomas met the basic skills requirement by passing the MBS test, while 245 students (1.3 percent) met the basic skills requirement through the SRA process.
- Of the 1,173 urban students denied a diploma, 1,002 (85.4 percent) were denied for failing to meet the curricular requirements, 513 (43.8 percent) failed to meet the credit hour requirements, 270 (23.0 percent) did not meet attendance requirements, 52 (4.4 percent) did not meet the basic skills requirement, and 12 (1.0 percent) failed to meet additional local requirements.*
- Of 5,967 handicapped students reported as enrolled in grade 12, 5,656 (94.8 percent) were awarded diplomas.
- Of the 311 handicapped students denied a diploma, 235 (75.5 percent) failed to meet the curricular requirements, 124 (39.9 percent) failed to meet the credit hour requirements, 86 (27.6 per-

* In these figures, students may be counted more than once.

cent) did not meet attendance requirements, 18 (5.8 percent) did not meet additional local requirements, and 2 (0.6 percent) did not meet the basic skills requirement.*

- Of 889 limited English proficient students reported enrolled in grade twelve, 807 (90.8 percent) received diplomas.

- 57 (69.5 percent) of the 82 limited English students denied diplomas failed to meet the curricular requirements, 42 (51.2 percent) failed to meet the credit hour requirements, 19 (23.2 percent) did not meet the basic skills requirement, 7 (8.5 percent) did not meet additional local requirements, and 10 (12.2 percent) did not meet attendance requirements.*

* In these figures, students may be counted more than once.

High School Graduation Requirements Law:

Data Pertaining to the 1987-1988 Graduating Class

Introduction

This document summarizes the impact of the High School Graduation Requirements Law (Chapter 241, P.L. 1979) on students graduating from public school districts in 1987-88, the fourth year of the implementation of the law. The data compiled in this report were collected through the use of a data collection form (see Appendix) which was completed by all public school districts issuing high school diplomas. Graduation statistics were collected for all members of the class of 1987-88, including students classified as handicapped or as having limited English speaking ability.

Background

In December, 1979, Chapter 241 of the Public Laws of 1979, more commonly referred to as the High School Graduation Requirements Law, was signed into law. Before Chapter 241 was enacted, the only state requirements for high school graduation were two years of U.S. history (N.J.S.A. 18A:35-1) and one year of health, safety, and physical education for each year of enrollment (N.J.S.A. 18A:35-7).

Chapter 241 (N.J.S.A. 18A:7C-1 et seq.) directed the Commissioner of Education, with the approval of the State Board of Education, to establish a program of standards for graduation from secondary school. The program of standards had to include, but not be limited to:

a. Development of a statewide assessment test in reading, writing, and computational skills to be administered to all secondary school pupils;

b. Clear and explicit statewide levels of proficiency in reading, writing, and computational skills to be demonstrated as a minimum requirement for high school graduation;

c. Guidelines for the development of graduation standards by local boards of education;

d. Guidelines for remediation procedures for pupils who fail to meet graduation standards; and

e. Guidelines for graduation standards for those pupils classified, pursuant to Chapter 46 of Title 18A of the New Jersey Statutes.

The law further stated that the Commissioner and the State Board of Education had to prepare appropriate rules and regulations for implementing the law and guidelines for local school districts. This task was completed in July, 1980.

The rules and regulations (N.J.A.C. 6:8-1.1 and 6:8-4.2 et seq.) describe in detail the minimum requirements necessary for a student to receive a state-endorsed high school diploma. Local districts were given the option of exceeding the state's minimum requirements, but could not establish requirements that were less than those mandated by the law.

The statewide graduation requirements are as follows:

Students must:

a. Pass the grade nine statewide test* in reading, writing, and computation;

b. Complete a program of study which shall include, but not be limited to:

(1) One credit year of communication for each year of enrollment, up to four credit years;

(2) Two credit years of computation;

(3) Two credit years of social studies and history as required by N.J.S.A. 18A:35.1;

(4) One credit year of natural or physical science;

(5) One credit year of physical education, health, and safety for each year of enrollment as required by N.J.S.A. 18A:35-7;

(6) One credit year of fine, practical, and/or performing arts; and

(7) One-half credit year of career exploration or development.

c. Accumulate at least 92 credits;

d. Meet all local district attendance requirements; and

e. Meet any additional local requirements.

* N.J.A.C. 6:8-4.2 allows for the exemption of pupils classified as handicapped from the basic skills proficiency (state testing) requirement if approved by the child study team and the chief school administrator.

Special Review Assessment (SRA)

Both the law and the administrative code specify that any student starting twelfth grade who was meeting all requirements except the testing requirement must receive a comprehensive assessment of his/her basic skills proficiency. The process developed to conduct this assessment is called the Special Review Assessment (SRA).

The SRA is intended for students who, by the end of grade eleven, have been unable to pass all parts of the state test, but are meeting all credit, curricular, and local requirements. The SRA is used to determine if a student is proficient in the requisite basic skills, but has been unable to demonstrate this proficiency on the state test. The SRA is a rigorous process, designed to ensure that it is not a "back door" way of awarding diplomas to students who have not met the graduation testing requirement. Included in the process is the requirement that a student's basic skills proficiency be reviewed by a panel of teaching staff members, then certified by the school principal, the district superintendent, and the county superintendent.

By July 1, 1981, all district boards of education were required to adopt policies and procedures for high school graduation which included, but were not limited to, the above requirements. The graduation requirements became effective with the ninth-grade class entering school in September, 1981. Thus, the first graduating class so affected by the law was the class of 1984-85.

A section of the law clearly stated that the graduation statistics were to be collected annually.

18A:7C-7 - The local chief school administrators shall report annually to their local boards of education and to the Commissioner of Education the number of students who completed the twelfth grade course requirements and were denied a diploma and the number of students who received state-endorsed diplomas;

a. By successfully completing the statewide assessment tests and local requirements;

b. By using the comprehensive assessment techniques and meeting local requirements, and were not classified pursuant to Chapter 46 of Title 18A of the New Jersey Statutes; and

c. By using the comprehensive assessment techniques, meeting local requirements, and were classified pursuant to Chapter 46 of Title 18A of the New Jersey Statutes.

The purpose of this document is to report on these data. As part of the data collection on graduation statistics, information was also collected about the SRA process.

Analysis of the Data

The data about the graduating class of 1987-88 are being reported in three categories:

1. Regular Students - All students excluding those classified as handicapped or limited English proficient;

2. Handicapped Students - Only those students so classified;

3. Limited English - Only students identified as limited English proficient.

For all three categories, the data are also reported for the 56 urban districts and all other (non-urban) districts.

Regular Students - Statewide

As reported in Table 1, of the 77,680 grade 12 students enrolled in this category, 75,416, or 97.1 percent, were awarded diplomas while 2,264 (2.9 percent) were denied diplomas for failing to meet one or more of the graduation requirements.

Of the 2,264 students ultimately denied a diploma, 57, approximately 2.5 percent, failed to meet the testing requirement. This means that out of 77,680 students, 77,623 (99.9 percent) met the testing requirement by either passing the MBS or going through the SRA process.

Statewide, a total of 459 students were reported by the districts as undergoing an SRA in either reading, math, or both. Of this total, 276 were reported as having met the basic skill proficiency requirement by passing the SRA.

An examination of why students were denied a diploma shows that the most prevalent reason was a failure to meet the curricular requirements (84.2 percent), followed by the failure to meet the credit hour requirements (47.2 percent). In examining these data, however, it must be remembered that any student could have been denied a diploma for more than one reason.

Table 1

Regular Students - Statewide

1.	Enrollment	77,680	
2.	Number of students awarded diplomas	75,416	(97.1%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	75,140	(99.6%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	51	(0.1%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	197	(0.3%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	28	(0.0%)
3.	Number of students denied a diploma	2,264	(2.9%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement (including SRA)	57	(2.5%)
	4b. curricular requirements	1,906	(84.2%)
	4c. attendance requirements	489	(21.6%)
	4d. credit hour requirements	1,068	(47.2%)
	4e. additional local requirements	56	(2.6%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	8	
	5b. passed MBS in math and SRA in reading	36	
	5c. passed SRA in both reading and math	11	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	77	
	6b. SRA in reading but not math	287	
	6c. SRA in both reading and math	95	

Regular Students - Urban Districts

As reported in Table 2, of the 20,580 grade 12 students enrolled in the 56 urban districts, 19,407, or 94.3 percent, were awarded diplomas while 1,173 (5.7 percent) were denied diplomas for failing to meet one or more of the requirements.

In the urban districts, 52 (4.4 percent) of 1,173 students denied a diploma did not meet the testing requirement. Of the 20,580 urban students, 20,528 (99.8 percent) met the testing requirement by either passing the MBS or going through the SRA process.

Statewide, the urban districts reported that 414 students underwent an SRA in either reading, math, or both. Of this total, 245 were reported as having met the basic skills proficiency requirement by passing the SRA.

In this category the most prevalent reasons why students were denied a diploma were also a failure to meet the curricular requirements (85.4 percent), followed by the failure to meet the credit hour requirements (43.8 percent).

Table 2

Regular Students - Urban Districts

1.	Enrollment	20,580	
2.	Number of students awarded diplomas	19,407	(94.3%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	19,162	(98.7%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	43	(0.2%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	176	(1.0%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	26	(0.1%)
3.	Number of students denied a diploma	1,173	(5.7%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement (including SRA)	52	(4.4%)
	4b. curricular requirements	1,002	(85.4%)
	4c. attendance requirements	270	(23.0%)
	4d. credit hour requirements	513	(43.8%)
	4e. additional local requirements	12	(1.0%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	7	
	5b. passed MBS in math and SRA in reading	33	
	5c. passed SRA in both reading and math	11	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	68	
	6b. SRA in reading but not math	259	
	6c. SRA in both reading and math	87	

Regular Students - Non-Urban Districts

As reported in Table 3, of the 57,100 grade 12 students enrolled in the non-urban districts, 56,009, or 98.1 percent, were awarded diplomas while 1,091 (1.9 percent) were denied diplomas for failing to meet one or more of the requirements.

Of the 1,091 non-urban students denied a diploma, 5 (0.4 percent) did not pass the MBS or meet the basic skill requirement through the SRA process. Of the 57,100 students enrolled in these districts, 57,095 (99.9 percent) met the basic skills requirement either by passing the MBS or going through the SRA process.

Statewide, 45 non-urban students were reported as undergoing an SRA in either reading, math, or both. Of this total, 31 were reported as having met the basic skills proficiency requirement by passing the SRA and receiving a diploma.

Again, the most prevalent reasons why students were denied a diploma were failure to meet the curricular requirements (82.9 percent), followed by the failure to meet the credit hour requirements (50.9 percent).

Table 3

Regular Students - Non-Urban Districts

1.	Enrollment	57,100	
2.	Number of students awarded diplomas	56,009	(98.1%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	55,978	(99.9%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	8	(0.0%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	21	(0.0%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	2	(0.0%)
3.	Number of students denied a diploma	1,091	(1.9%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement (including SRA)	5	(0.4%)
	4b. curricular requirements	904	(82.9%)
	4c. attendance requirements	219	(20.0%)
	4d. credit hour requirements	555	(50.9%)
	4e. additional local requirements	44	(4.0%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	1	
	5b. passed MBS in math and SRA in reading	3	
	5c. passed SRA in both reading and math	0	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	9	
	6b. SRA in reading but not math	28	
	6c. SRA in both reading and math	8	

Handicapped Students - Statewide

As reported in Table 4, of the 5,967 grade 12 handicapped students enrolled statewide, 5,656, or 94.8 percent, were awarded diplomas. This means that 311 students (5.2 percent) were denied diplomas for failing to meet one or more of the graduation requirements.

Of the 5,656 handicapped students awarded a diploma, 3,869 (68.4 percent) were exempt from having to meet the testing requirement, as stated in their Individual Educational Plans (IEP).

Examination of the reasons why handicapped students were denied a diploma shows that the most prevalent reason was their failure to meet the curricular requirements (75.5 percent), followed by the failure to meet the credit hour requirements (39.9 percent).

Handicapped Students - Urban Districts

As reported in Table 5, of the 1,449 grade 12 handicapped students enrolled in the 56 urban districts, 1,318, or 91.0 percent, were awarded diplomas while 131 (9.0 percent) were denied diplomas for failing to meet one or more of the graduation requirements. Of the 1,318 students who received diplomas, 1,089 (82.6 percent) were exempt from meeting the testing requirement, as stated in their IEPs.

The most prevalent reasons why handicapped students in the urban districts were denied diplomas were a failure to meet the curricular requirements (76.3 percent), followed by the failure to meet the credit hour requirements (34.3 percent).

Handicapped Students - Non-Urban Districts

As reported in Table 6, 4,518 handicapped students were enrolled in the non-urban districts, of which 4,338, or 96.0 percent, were awarded diplomas. A total of 180 students (4.0 percent) were denied diplomas for failing to meet one or more of the graduation requirements. Of the 4,338 non-urban handicapped students awarded a diploma, 2,780 (64.1 percent) were exempt from having to meet the testing requirement, as stated in their IEPs.

Again, the most prevalent reasons why non-urban handicapped students were denied diplomas were a failure to meet the curricular requirements (75.0 percent), followed by the failure to meet the credit hour requirements (43.9 percent).

Table 4

Handicapped Students - Statewide

1.	Enrollment	5,967	
2.	Number of students awarded diplomas	5,656	(94.8%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	1,772	(31.3%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	1	(0.0%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	2	(0.0%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	12	(0.2%)
	2e. The number of students in 2, who were exempt from the testing requirement.	3,869	(68.4%)
3.	Number of students denied a diploma	311	(5.2%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement	2	(0.6%)
	4b. curricular requirements	235	(75.5%)
	4c. attendance requirements	86	(27.6%)
	4d. credit hour requirements	124	(39.9%)
	4e. additional local requirements	18	(5.8%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	0	
	5b. passed MBS in math and SRA in reading	0	
	5c. passed SRA in both reading and math	0	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	3	
	6b. SRA in reading but not math	4	
	6c. SRA in both reading and math	1	

Table 5

Handicapped Students - Urban Districts

1.	Enrollment	1,449	
2.	Number of students awarded diplomas	1,318	(91.0%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	226	(17.1%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	1	(0.0%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	2	(0.2%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	0	(0.0%)
	2.e. The number of students in 2, who were exempt from the testing requirement.	1,089	(82.6%)
3.	Number of students denied a diploma	131	(9.0%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement	0	(0.0%)
	4b. curricular requirements	100	(76.3%)
	4c. attendance requirements	43	(32.8%)
	4d. credit hour requirements	45	(34.3%)
	4e. additional local requirements	6	(4.6%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	0	
	5b. passed MBS in math and SRA in reading	0	
	5c. passed SRA in both reading and math	0	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	1	
	6b. SRA in reading but not math	2	
	6c. SRA in both reading and math	1	

Table 6

Handicapped Students - Non-Urban Districts

1.	Enrollment	4,518	
2.	Number of students awarded diplomas	4,338	(96.0%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	1,546	(35.6%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	0	(0.0%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	0	(0.0%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	12	(0.3%)
	2.e. The number of students in 2, who were exempt from the testing requirement.	2,780	(64.1%)
3.	Number of students denied a diploma	180	(4.0%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement	2	(0.1%)
	4b. curricular requirements	135	(75.0%)
	4c. attendance requirements	43	(23.9%)
	4d. credit hour requirements	79	(43.9%)
	4e. additional local requirements	12	(6.7%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	0	
	5b. passed MBS in math and SRA in reading	0	
	5c. passed SRA in both reading and math	0	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	2	
	6b. SRA in reading but not math	2	
	6c. SRA in both reading and math	0	

Limited English Proficient Students - Statewide

As reported in Table 7, of the 889 grade 12 limited English proficient (LEP) students reported as enrolled statewide, 807, or 90.8 percent, were awarded diplomas; and 82 students (9.2 percent) were denied diplomas. The most prevalent reasons for being denied a diploma for LEP students were not meeting the curricular requirements (69.5 percent), followed by the failure to meet the credit hour requirements (51.2 percent).

Limited English Proficient Students - Urban Districts

As reported in Table 8, 612 LEP students were enrolled in this category, with 544 students, or 88.9 percent, awarded diplomas, while 68 students (11.1 percent) were denied diplomas for failing to meet one or more of the gradua- tion requirements. Diplomas were denied most frequently for failure to meet curricular requirements (80.1 percent) followed by the failure to meet the credit hour requirements (51.5 percent).

Limited English Proficient Students - Non-Urban Districts

As reported in Table 9, 277 LEP students were enrolled in this category, with 263 students, or 95.0 percent, receiving diplomas, while 14 students (5.0 percent) were denied diplomas. Diplomas were denied most frequently for failure to meet the credit hour requirement (50.0 percent), followed by the failure to meet additional local requirements (35.7 percent).

Table 7

Limited English Proficient Students - Statewide

1.	Enrollment	889	
2.	Number of students awarded diplomas	807	(90.8%)
3.	Number of students denied diplomas	82	(9.2%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. basic skills requirement	19	(23.2%)
	4b. curricular requirements	57	(69.5%)
	4c. attendance requirements	10	(12.2%)
	4d. credit hour requirements	42	(51.2%)
	4e. additional local requirements	7	(8.5%)

Table 8

Limited English Proficient Students - Urban Districts

1.	Enrollment	612	
2.	Number of students awarded diplomas	544	(88.9%)
3.	Number of students denied diplomas	68	(11.1%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. basic skills requirement	16	(23.5%)
	4b curricular requirements	55	(80.1%)
	4c. attendance requirements	9	(13.2%)
	4d. credit hour requirements	35	(51.5%)
	4e. additional local requirements	2	(0.3%)

Table 9

Limited English Proficient Students - Non-Urban Districts

1.	Enrollment	277	
2.	Number of students awarded diplomas	263	(95.0%)
3.	Number of students denied diplomas	14	(5.0%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. basic skills requirement	3	(21.4%)
	4b. curricular requirements	2	(14.3%)
	4c. attendance requirements	1	(7.1%)
	4d. credit hour requirements	7	(50.0%)
	4e. additional local requirements	5	(35.7%)

APPENDIX

MIS J04000389

HIGH SCHOOL GRADUATION REQUIREMENTS LAW DATA PERTAINING TO THE 1987-1988 GRADUATING CLASS

COUNTY NAME: _____ CODE: ☐☐

DISTRICT NAME: _____ CODE: ☐☐☐☐

CHIEF SCHOOL ADMINISTRATOR NAME: _____

CONTACT PERSON NAME: _____ Phone ( )

_____ Date

_____ Chief School Administrator's Signature

DISTRIBUTION: Local District must forward original and yellow copy to the appropriate County Office of Education and retain pink copy for its own records.

County Office of Education must retain yellow copy and forward original to:

Bureau of Academic and Cognitive Skills Development
Division of General Academic Education
New Jersey State Department of Education
CN 500
Trenton, New Jersey 08625

Submit to County Office of Education no later than August 19, 1988

HIGH SCHOOL GRADUATION REQUIREMENTS LAW
DATA PERTAINING TO THE 1987-1988 GRADUATING CLASS

PART A—REGULAR STUDENTS

1. Grade 12 enrollment as of the final day of school. 1._____

2. Number of students who received a state endorsed diploma:

   a. at regularly scheduled time. 2a._____

   b. upon completion of summer school. 2b._____

3. Number of students in *#2 above* who met the statewide testing requirement by passing both the reading and mathematics portions of the **Minimum Basic Skills (MBS)** tests. 3._____

4. Number of students in *#2 above* who met the statewide testing requirement by undergoing the **Special Review Assessment (SRA)** process in each of the following ways:

   a. passed MBS in reading and SRA in math. 4a._____

   b. passed MBS in math and SRA in reading. 4b._____

   c. passed SRA in both reading and math. 4c._____

5. Number of students who were denied a state endorsed diploma:

   a. at regularly scheduled time. 5a._____

   b. upon completion of summer school. 5b._____

6. Number of students who were denied a state endorsed diploma because they did not meet the following requirements:

   a. testing requirement. 6a._____

   b. curricular requirements. 6b._____

   c. attendance requirements. 6c._____

   d. credit hour requirements. 6d._____

   e. additional local requirements. 6e._____

7. Number of students denied a state endorsed diploma because they did not meet the requirements in 6b, 6c, 6d, and/or 6e above, *but* met the statewide testing requirement by undergoing the **Special Review Assessment (SRA)** process in each of the following ways:

   a. passed MBS in reading and SRA in math. 7a._____

   b. passed MBS in math and SRA in reading. 7b._____

   c. passed SRA in both reading and math. 7c._____

7. Number of students denied a state endorsed diploma because they did not meet the requirements in 6b, 6c, 6d, and/or 6e above, *but* met the statewide testing requirement by undergoing the **Special Review Assessment (SRA)** process in each of the following ways:

   a. passed MBS in reading and SRA in math. 7a. _____

   b. passed MBS in math and SRA in reading. 7b. _____

   c. passed SRA in both reading and math. 7c. _____

8. Number of students who underwent the **Special Review Assessment (SRA)**:

   a. SRA math but not reading. 8a. _____

   b. SRA reading but not math. 8b. _____

   c. SRA both reading and math. 8c. _____

PART C. LIMITED ENGLISH SPEAKING STUDENTS

1. Grade 12 enrollment as of the final day of school. 1. _____

2. Number of students who received a state endorsed diploma:

   a. at regularly schedule time. 2a. _____

   b. upon completion of summer school. 2b. _____

3. Number of students who were denied a state endorsed diploma:

   a. at regularly scheduled time. 3a. _____

   b. upon completion of summer school. 3b. _____

4. Number of students who were denied a state endorsed diploma because they did not meet the following requirements:

   a. basic skills requirement. 4a. _____

   b. curricular requirements. 4b. _____

   c. attendance requirements. 4c. _____

   d. credit hour requirements. 4d. _____

   e. additional local requirements. 4e. _____

8. Number of students who underwent the Special Review Assessment (SRA):

   a. SRA math but not reading. 8a. _____

   b. SRA reading but not math. 8b. _____

   c. SRA both reading and math. 8c. _____

PART B. HANDICAPPED STUDENTS

1. Grade 12 enrollment as of the final day of school. 1. _____

2. Number of students who received a state endorsed diploma:

   a. at regularly scheduled time. 2a. _____

   b. upon completion of summer school. 2b. _____

3a. Number of students in *#2 above* who met the statewide testing requirement by passing both the reading and mathematics portions of the Minimum Basic Skills (MBS) tests. 3a. _____

   b. Number of students who took the test with one or more modifications. 3b. _____

4. Number of students in *#2 above* who met with statewide testing requirement by undergoing the Special Review Assessment (SRA) process:

   a. passed MBS in reading and SRA in math 4a. _____

   b. passed MBS in math and SRA in reading. 4b. _____

   c. passed SRA in both reading and math. 4c. _____

   d. were exempt from testing requirement. 4d. _____

5. Number of students who were denied a state endorsed diploma:

   a. at regularly scheduled time. 5a. _____

   b. upon completion of summer school. 5b. _____

6. Number of students who were denied a state endorsed diploma because they did not meet the following requirements:

   a. test requirement. 6a. _____

   b. curricular requirements. 6b. _____

   c. attendance requirements. 6c. _____

   d. credit hour requirements. 6d. _____

   e. additional local requirements. 6e. _____